

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***NO AND ME DEBATE ASSIGNMENT***

This assignment is designed to examine your understanding of the fundamental issues in the novel *No and Me*.

Working in pairs, students will debate one another in a traditional, formal matter. All students must be prepared with the following:

- A 30 second introduction offering a broad reasoning for their stated position
- 3 arguments to support your beliefs, with evidence from the novel for each one
  - All arguments will have an allotted time of 2 minutes, which includes a rebuttal of your opponent's argument
- A 30 second conclusion summarizing your stated position

All sections will be timed by a moderator, and students will be cut off if they go over time. Therefore, it is integral to your success that you and your partner rehearse your debate before you present.

Debates will adhere to a formal structure:

- The start of the debate will begin with one of the students declaring, "BE IT RESOLVED THAT..." and the reading of their topic.
- This student then commences with their introductory remarks
- The opponent counters with their introductory remarks
- Student number 1 declares their first argument
- Student number 2 counters with a rebuttal, and offers their first argument
- Student number 1 counters with a rebuttal, and offers their second argument
- This procedure will continue until all arguments are completed
- Student number 1 offers their concluding remarks, followed by student number 2 offering their concluding remarks

It is understood that all students must take a philosophical stance and not merely recount the story.

Students may choose their own partner to debate with, and may select a topic to debate from the list on the reverse of this page. Topics will be assigned on a first come, first served basis.

Further, it is expected that all students complete a "Debate Outline" sheet that highlights their arguments and textual support. Each student must read and analyze the passages that support their arguments as part of their debate.

The attached rubric outlines the evaluation method for this assignment. Each student must hand in a copy of their rubric before their debate for evaluation. Immediately following the debate, each student must hand in their debate outline for evaluation.

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## ENG 2D1 DEBATE TOPICS

Below are the available topics for this assignment. Topics will be granted to each pair on a first come, first served basis.

1. Lucas has no obligation to remain true to Lou at the expense of other connections/activities with other people, such as Axelle and Lea.
2. Lou's parents are correct in asking No to leave their house. No does not deserve to stay at their place.
3. Lou is right in concealing the fact that No is staying at Lucas' apartment. In this case, she should lie to her own parents and by extension, Lucas' mother.
4. Mr. Marin is a strict but fair teacher. He does what he does because he is carrying out the responsibilities of his job.
5. No's decision to leave without Lou at the end of the novel is the correct decision.
6. Lou's parents should never have allowed No to move into their home and join their family.
7. No displays the greatest amount of courage in the novel.
8. Lucas' interest and involvement with Lou is completely realistic.
9. Lou develops significant personal growth over the course of the novel.
10. Family tragedy and the absence of love are what bond No and Lou together.

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## **ENG 2D3 DEBATE TOPICS**

Below are the available topics for this assignment. Topics will be granted to each pair (and one group of three) on a first come, first served basis.

1. Lou made a wise decision in persuading her parents to take No in.
2. Anouk's reaction to Chloe's death is immature.
3. No is disillusioned to believe she can solve her problems by running off to find Laurent in Ireland.
4. Nolwyn had no choice but to live on the streets after her grandmother died.
5. Lucas is the most mature character in the novel.

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The following rubric will be used to evaluate your work. Remember to hand it in before you present your debate, and to submit your debate outline immediately following your debate.

CRITERIA	LEVEL R (0-4 MARKS)	LEVEL 1 (5 MARKS)	LEVEL 2 (6 MARKS)	LEVEL 3 (7 MARKS)	LEVEL 4 (8-10 MARKS)
<b>Debate</b> Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Student does not participate in the debate, or only participates in part of the debate. They also may not follow several format elements and time limits, and are difficult to understand.	Student is difficult to understand as they do not speak loudly and clearly, do not vary their tone of voice and maintain eye contact, and do not adhere to time limits and format elements	Student often speaks loudly and clearly, sometimes varies their tone of voice and maintains eye contact with audience, and adheres to some time limits and format elements	Student is an engaging speaker as they often vary their tone, speak loudly and clearly, maintain eye contact with audience, and adhere to most time limits and format elements	Student is a highly engaging speaker as they vary their tone, speak loudly and clearly, maintain eye contact with audience, and adhere to all time limits and format elements
<b>Debate</b> Use knowledge of words and cueing systems to read fluently	Student does not present debate, or does not include specific text examples at all to support their points. There is little to no analysis of their examples.	Student rarely uses specific text examples to support their points, and provides a highly limited analysis of their text examples	Student sometimes uses specific text examples to support their points, and provides a limited analysis of their text examples	Student uses specific text examples to support most of their points, and provides solid analysis of their text examples	Student uses specific text examples thoroughly to support each of their points, and provides a high degree of analysis of their text examples
<b>Outline</b> Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Outline is not submitted, or is submitted but is partially complete. It contains little to no cited passages from the text to support arguments, and highly limited analysis around text examples to support points	Outline is mostly complete with few cited passages from the text to support arguments and rebuttals, and contains limited analysis around text examples to support points	Outline is mostly complete with some cited passages from the text to support arguments and rebuttals, and contains some analysis around text examples to support point	Outline is complete with cited passages from the text to support arguments and rebuttals, and contains sound analysis around text examples to support point	Outline is thoroughly completed, complete with cited passages from the text to support arguments and rebuttals, and contains thorough analysis around text example to support point

**TOTAL:** \_\_\_\_\_/30